

Origin of *The ASCA National Model: A Framework for School Counseling Programs*

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ASCA would not have accomplished the task of publishing the ASCA National Model without the dedicated efforts of the task force participants who met three times for seminal discussions of philosophy and content. Their continued support through the process produced *The ASCA National Model: A Framework for School Counseling Programs*.

JUNE 1-3, 2001, TUCSON, ARIZONA

The first ASCA National Model meeting was held June 1-3, 2001, to discuss the future of school counseling programs and to develop a framework for a national model for school counseling programs (Bowers, Hatch & Schwallie-Giddis).

Participants

Judy Bowers, ASCA supervisor/postsecondary level vice president and guidance coordinator, Tucson Unified School District, Arizona

Trish Hatch, ASCA supervisor/postsecondary vice president-elect and coordinator of student services, Moreno Valley School District, California

Pam Gubbard, ASCA president-elect and counselor at Ballard County Elementary, Barlow, Kentucky

Norm Gysbers, Ph.D., University of

Missouri-Columbia

Peggy Hines, Ed.D., Indiana State University, Terre Haute, Indiana

Curley (C.D.) Johnson, Ph.D., consultant, San Juan Capistrano, California

Dawn Kay-Stevenson, Utah State Office of Education

Mark Kuranz, ASCA president and counselor at Case High School, Racine, Wisconsin

Stan Maliszewski, Ph.D., University of Arizona, Tucson

Pat Martin, The Education Trust, Washington, D.C.

Susan Mellegard, State Guidance Supervisor, Arizona Department of Education, Phoenix

Robert Myrick, Ph.D., University of Florida, Gainesville

Pat Schwallie-Giddis, Ph.D., George Washington University, Washington, D.C.

Kwok-Sze Wong, ASCA Executive Director, Alexandria, Virginia

Criteria for Development of the National Model

Participants agreed to develop a model that would consist of three levels of program implementation: foundation, delivery and management, and evaluation. There would be four to five components in each of the three levels.

ASCA National Standards would be the foundation upon which the program curriculum would be built.

In developing the ASCA National Model, participants agreed on the following assumptions and criteria:

- ◆ ASCA's National Standards are a framework/foundation for the development of a school counseling program. Many states also have standards aligning with ASCA's standards.
- ◆ A distinction must be made among the school counseling standards for every student, school counseling standards for the program and school counseling standards for the professional school counselor.
- ◆ A school counseling program must provide a framework allowing flexibility for states and school districts to create a program based on a district's individual needs and accountability.
- ◆ A school counseling program must be integral to student academic achievement, particularly in facilitating improvement in academic achievement, and must help set higher standards for student achievement.
- ◆ A school counseling program must be data-driven (disaggregated) and result-based, and should not focus only on methods and techniques.
- ◆ School counseling programs should be developed and implemented district-wide, not just at individual schools.
- ◆ Successful development and implementation of a school counseling program relies on school/community collaboration.
- ◆ A school counseling program should provide intentional guidance to specifically address the needs of every student, particularly students who are culturally diverse, have low social-economic status, and other underserved or underperforming populations.
- ◆ A school counseling program empowers school counselors and teaches them how to work with administrators to reassign non-guidance activities such as master scheduling or testing.
- ◆ The design of a school counseling program model must include accountability tools measuring results.
- ◆ To facilitate the adoption of a school counseling program model by school districts, ASCA will identify and disseminate best practices for designing, developing, coordinating, implementing, evaluating and enhancing the program.
- ◆ A school counseling program must include plans for the effective use of counselor time within the delivery system.
- ◆ A school counseling program should be preventive in design and developmental in nature.
- ◆ Professional school counselors play leadership roles in defining and carrying out a school counseling program.
- ◆ Licensed or credentialed professional school counselors must implement a school counseling program.
- ◆ In a school counseling program, professional school counselors work as change agents within the educational system to advocate for student needs and student results.
- ◆ Professional school counselors must use data to advocate for students and a school counseling program.
- ◆ A school counseling program should demonstrate evidence of the utilization of technology to implement the program; to

advocate for the program; and to collect, analyze and interpret data.

- ◆ In a school counseling program, school counselors strive for continued improvement and use results to continually improve the program for students.

Framework

As a basis for a National Model, participants incorporated theories and concepts from programs designed by Gysbers, Johnson, Myrick, The Education Trust, ASCA's National Standards for School Counseling Programs, and others. Meeting participants approved a preliminary model.

MAY 3-5, 2002, ALEXANDRIA, VIRGINIA

The second National Model meeting was held May 3-5, 2002, to review the first draft of the ASCA National Model and to prepare for its dissemination at the ASCA conference in June 2002.

Participants, joining the group were:

Jill Cook, ASCA, Director of Programs, Alexandria, Virginia

Carol Dahir, Ed.D., counselor educator, New York Institute of Technology

Reese House, Ph.D., Education Trust, Washington, D.C.

Brenda Melton, ASCA president-elect and school counselor in the San Antonio Public Schools, San Antonio, Texas

Mary Pat McCartney, Bristow Run Elementary, Bristow, Virginia

Paul Meyers, consultant in the Counseling and Student Support Office, California Department of Education

Carolyn Sheldon, counselor educator, Lewis and Clark College and an ASCA past president

NOVEMBER 8-10, 2002, CHICAGO, ILLINOIS

The third meeting was held November 8-10, 2002, to review the comments gathered during the public comment time and to look at strategies for implementation of *The ASCA National Model*. During the meeting, a new title, *The ASCA National Model: A Framework for School Counseling Programs* was approved. In addition, consistent language was recommended regarding the use of the term *standards*.

An additional participant at this meeting was:

Russell Sabella, Ph.D., Florida Gulf Coast University, Ft. Myers, and ASCA president-elect.